All Schools:

All Schools: Second Step Student Survey Report, Fall 2018-Spring 2019

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Executive Summary

Students in schools experience bullying. Bullying can have negative effects on students who experience it. They can feel socially isolated, perform poorly in school, develop symptoms of anxiety or depression or other problems. There are consequences for the perpetrator as well. Bullying shares risk factors with other forms of violence, including sexual violence. Engaging in bullying can lead to sexual harassment and violence as youth grow older. To prevent bullying, prevention programs help students understand what bullying behaviors are, promote communication and engagement with adults, promote prosocial activities, and model supportive behaviors. The Second Step program builds on a social-emotional learning foundation to teach students to recognize, report, and refuse bullying.

Table 1 that follows includes a brief summary of results for each of the key measures related to bullying in schools. They include: 1) summary measures (e.g., level of the behavior, perception of specific behaviors); 2) changes in student responses in Fall 2018 and Spring 2019 (a pre-post assessment); 3) differences between grades; and 4) differences between boys and girls). We also indicate if the school differed significantly, but do not name schools as each received a school-specific report. These measures were tested for statistical significance, which is reported in more depth in each section of the report. The table provides a profile of bullying and related behaviors and attitudes that can be used to gauge progress and improvement. Some highlights from the study include:

- There are high levels of trust and respect among adults and peers in the school
- Students do not see bullying as a problem and seldom experience bullying
- Student bystanders of bullying sometimes intervene
- Engagement in <u>bullying is low</u>
- <u>Trust and caring</u> among students and the <u>perception that students will intervene in bullying situations was moderate</u>, though they highly reported that adults would intervene
- Boys experienced more bullying and bullied more that girls
- Responses differed between grades but were mixed with the 5th graders more likely to
 experience bullying and are less likely to see trust in the schools

Table 1: Summary of Results

Measure		Fall 2018 to Spring 2019 ¹	Grades ¹	Gender ¹	Schools ¹
1.	Overall trust in adults and peers at school was high	Trust decreased	No differences	Girls perceived more trust than boys	No differences
2.	Overall respect among adults and peers in the school was high	Respect decreased	5 th graders scored respect lower than 4 th and 3 rd	Girls perceived more respect	Schools differed

			graders.	than boys	
3.	Bullying at school was a small problem	Results improved for 3 rd graders.	3 rd graders scored this less a problem than other grades	No differences	Schools differed
4.	Student participation in bullying behavior was very low	No differences	No differences	Boys were more likely to bully than girls.	No differences
5.	A. Student bystander engagement in bullying was low B. Bystanders sometimes defended victims	No differences Student defending decreased	No differences 5 th graders were least likely to defend victims, 3 rd graders the most	No differences	No differences
6.	Student report they occasionally experience bullying	Slight increase in victim experiences	4 th grade less than the 5 th grade	Boys reported experiencing bullying more than girls	No differences
7.	Students held the opinion that bullying is really wrong	No differences	No differences	No differences	No differences
8.	Students thought it was sort of okay for a bystander to intervene against bullying	No differences	No differences	No differences	No differences
9.	Student perceived trust and caring among peers was sometimes true	Decreased from Fall 2018 to Spring 2019	3 rd graders saw more trust, 5 th graders saw the least	No differences	Schools differed
10.	Student sometimes perceived that peers would intervene and help a victim	No differences	No differences	No differences	No differences
11.	Student perceived that adults in school would intervene and help a victim most of the time	No differences	No differences	No differences	No differences

 $^{^{1}\}mbox{Results}$ displayed in this table were statistically significant

Purpose of Second Step Student Survey Report:

This report provides the results of an analysis of changes in students' responses to key measures related to bullying in schools. The Second Step student survey assesses key student behaviors, perceptions and attitudes and other factors related to bullying in schools, such as trust, bullying behavior, and bystander behavior. The 11 concepts that the survey measures are:

Key concepts measured by this survey:

- 1. Overall trust in adults and peers at school
- 2. Overall respect among adults and peers at school
- 3. Student opinion of whether bullying is a problem at school
- 4. Student participation in bullying behavior
- 5. Student bystander behaviors in bullying
- 6. Student experience as a victim of bullying
- 7. Student opinion of whether bullying is wrong or okay
- 8. Student opinion of bystander intervention against bullying
- 9. Student perception of trust and respect in their relationships with peers
- 10. Student perception that peers would intervene and help a victim of bullying
- 11. Student perception that adults in school would intervene and help a victim of bullying

The analysis looked for changes or differences in a student's response from Fall 2018 and Spring 2019, whether there were differences between each grade level (3rd, 4th, and 5th grades), and if there were differences between boys and girls.

Evaluation Questions

The questions used to evaluate the Second Step program in this report are:

- 1. Do students participating in the Second Step program improve their behaviors, perceptions and attitudes related to bullying?
- 2. How do boys and girls perceive and engage in bullying behaviors?
- 3. How do students in the 3rd, 4th and 5th grades respond differently after participating in the program?

Background

The office of Violence Prevention at the Kansas Department of Health and Environment funded the implementation of the Second Step program at four schools in Kansas – Maize Central, Maize South, Vermillion and Washington Elementary Schools. Second Step was implemented starting in Fall of 2018. Second Step is a social-emotional learning (SEL) program that helps transform schools into supportive, successful learning environments that encourage students to thrive. The Second Step classroom

curriculum is implemented in classrooms in grades 3, 4 and 5. The bullying prevention program promotes the social-emotional growth and safety of students at the schools.

Description of the Participants

Students from the 3rd, 4th and 5th grades participated in the Second Step program. At all the schools combined, 907 students completed the surveys. The demographic breakdown of the respondents is presented in Table 1. The number of respondents was evenly distributed across grade level and gender. The highest percent of students were age 9 or 10, followed by 8-year-olds. Most of the respondents were White (87.5%) and 11.7% were Latino.

Table 2: Demographics of Participants

Age	
7	.6%
8	26.3%
9	31.4%
10	33.7%
11	8.0%
Grade Level	
3	34.5%
4	32.3%
5	33.2%
Gender	
Boys	50.7%
Girls	49.3%
Race/Ethnicity*	
American Indian or Alaskan Native	8.1%
African American/Black	6.5%
Asian	6.4%
Hispanic/Latino	11.7%
White	87.5%
	1.3%

allowed.

Overall Results

1. Overall trust in adults and peers at school

Trust in adults and peers at school was measured using responses to four trust statements. The responses could range from *really disagree* to *really agree*. The four statements were:

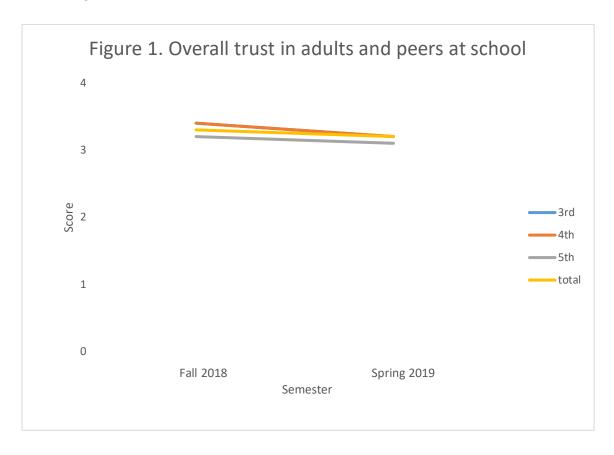
Students in my school can be trusted.

Students in my school generally get along with each other.

Teachers and staff in my school can be trusted.

Teachers and staff in my school usually get along with students.

Students generally *agree* with these statements, but trust scores decreased over time. The responses were scored and ranged from 0 to 4 and had a mean of just under 3.3. The higher the score the more students agreed with the statements indicating higher perceived trust in the school. The results over time and by grade are shown in Figure 1. Scores were significantly lower at Spring 2019 than at Fall 2018 and decreased over time for all grades. Scores were significantly higher for girls than for boys. There were no significant differences between schools.



2. Overall respect among adults and peers in the school

Respect among adults and peers at school was measured using responses to eight respect statements. The responses could range from *really disagree* to *really agree*. The eight statements were:

My teachers respect me.

My teachers are fair.

Teachers in my school are nice people.

When students break rules at my school, they are treated fairly.

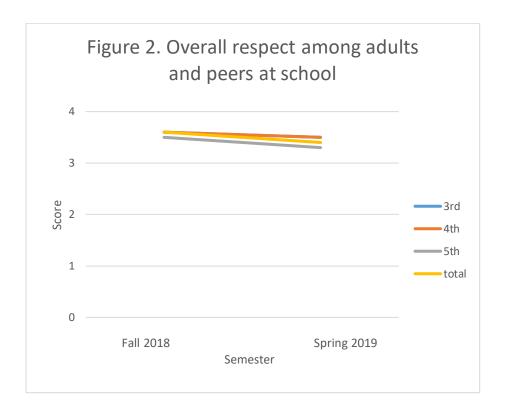
Teachers and staff ask students about their ideas at my school.

My school is a good place to be.

I feel like I belong at my school.

There is an adult at school who I trust.

Students generally *agree* with these statements, but respect scores decreased over time. The responses to these statements were scored and range from 0 to 4, with a mean of 3.6. The higher the score the more students agreed with the respect statements. The results over time and by grade are shown in Figure 2. Scores were significantly lower at Spring 2019 than at Fall 2018. 5th graders scored lower than the other grades. Girls tended to have higher scores than boys. There were significant differences between schools.



3. Student opinion whether bullying is a problem at school

Bullying is a problem at school was measured by nine bullying statements. The responses could range from *no problem at all* to *really big problem*. The nine statements were:

Students picking fights with other students.

Students pushing, shoving, or tripping smaller or weaker students.

Students hurting or threatening to hurt teachers or adults at school.

Students teasing, spreading rumors and lies, or saying mean things to other students.

Students saying mean things about teachers or staff.

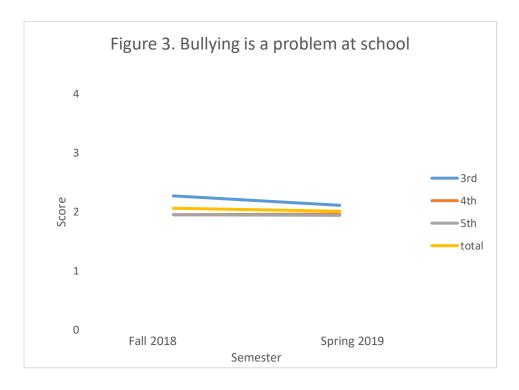
Students telling lies or making fun of other students using the Internet or cell phone (email, instant messaging, text messaging, social media or websites).

Students starting rumors that a kid had a crush on another kid.

Students saying things about a girl's body that she didn't like.

Students saying things about a boy's body that he didn't like.

The students generally responded that these statements were a *small problem*. School bullying is a problem responses were scored and range from 0 to 4, with a mean of 2.1. The higher the score the more students thought bullying was a problem in school. The results over time and by grade are shown in Figure 3. Changes in scores from Fall 2018 to Spring 2019 were mixed. Scores for 3rd graders were significantly higher than students in the higher grades, and while 4th and 5th graders did not change significantly over time, a significant decrease was seen for the 3rd grade students. Responses for girls and boys were not significantly different. There was a significant difference by school.



4. Student participation in bullying behavior

Student participation in bullying behavior was measured by seven bullying behavior statements. The responses could range from *never* to *a lot*. The seven statements were:

I pushed, shoved, tripped, or picked a fight with a student who I knew was weaker than me.

I teased or said mean things to other students.

I spread rumors about some students.

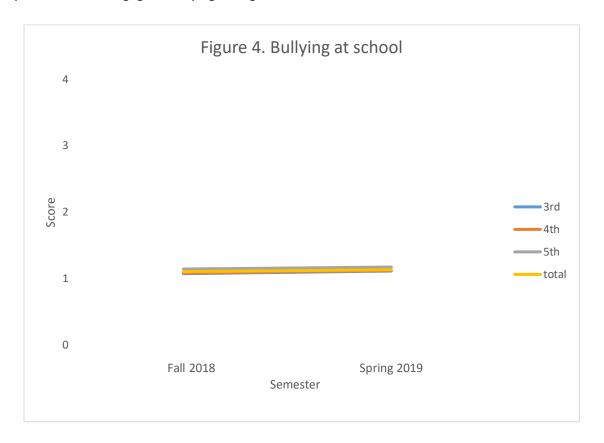
I told lies or made fun of some students using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).

I started a rumor that a kid had a crush on another kid.

I said things about a girl's body that she didn't like.

I said things about a boy's body that he didn't like.

The students generally responded that they *never* engage in these behaviors. Bullying in school responses were scored and range from 0 to 4, with a mean of 1.1. The higher the score the more students engaged in bullying. Endorsement or engagement in bullying behavior increased slightly from Fall 2018 to Spring 2019. There were no significant differences over time or by grade. Boys were more likely to endorse or engage in bullying than girls.



Using a different measure, a third or more of the students (36%) engaged in this behavior. If a student responded with any response other than *never*, the statement was counted as endorsing or engaging in bullying. Thus, responses were either engaged or didn't engage in bullying.

5. Student bystander behaviors in bullying

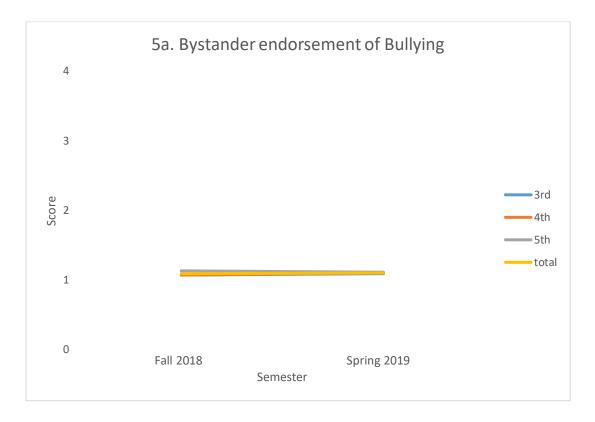
Student bystanders could endorse bullying or defend the victim. Student bystander endorsement of bullying behavior was measured by three bystander behavior statements. The responses could range from *never* to *a lot*. The three statements were:

I joined in when students were teasing or being mean to other students.

I joined in when students told lies about other students.

I encouraged somebody else to push, shove or trip weaker students.

The students generally responded that they *never* engage in student bystander endorsement of bullying. Student bystander endorsement of bullying was scored and range from 0 to 4, with a mean of 1.1. The higher the score the more students engaged in bullying as a bystander. Student bystander endorsement of bullying did not change over time, from Fall 2018 to Spring 2019. There were no significant differences by grade, gender, or school.

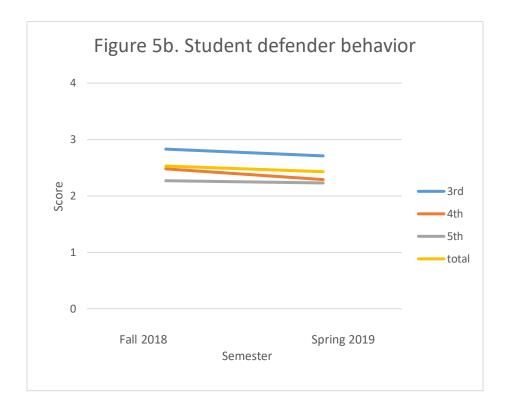


Student defender behavior was also measured by another set of two bystander behavior statements. The responses could range from *never* to *a lot*. The two statements were:

I tried to stick up for students who always get pushed or shoved around.

I asked an adult to help someone whom was getting teased, pushed, or shoved around by other students.

The students generally responded that they had engaged in these behaviors *one or twice* to *several times*. The student defender measure ranges from 0 to 4, with a mean of just under 2.5. The higher the score the more students engaged in defender behavior. The results over time and by grade are shown in Figure 5b. Changes from Fall 2018 to Spring 2019 were significant. Scores were significantly lower for 5th graders than for students in the 3rd grade. No other significant differences were found.



6. Student experience as a victim of bullying

Being a victim of bullying was measured by four victimization statements. The responses could range from *never* to *a lot*. The four statements were:

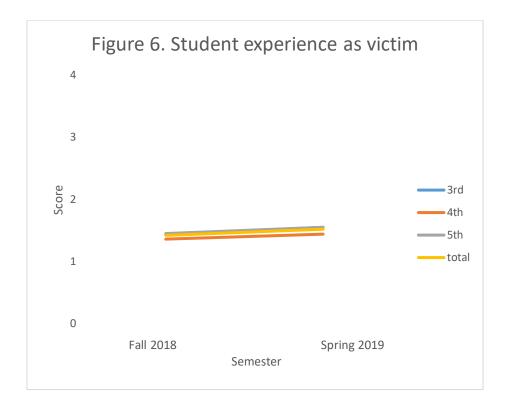
Another student or group of students pushed, shoved, tripped, or picked a fight with me.

Another student or group of students teased me or said mean things to me.

Another student or group of students spread rumors about me.

A student or group of students told lies or made fun of me using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).

Students generally responded that they had *never* experienced to experienced victimization *once or twice*. The victim of bullying measure ranges from 0 to 4, with a mean of 1.2. The higher the score the more students experienced being a victim of bullying. The results over time and by grade are shown in Figure 6. Changes from Fall 2018 to Spring 2019 were significant with an increase in victim experience. Differences between grades were significant with 5th graders more likely to be a victim than 4th graders. Scores were significantly higher for boys than for girls.



7. Student opinion of whether bullying is wrong or okay

Student opinion of bullying was measured with seven bullying statements. The responses could range from *really wrong* to *very okay*. The seven statements were:

Students tease weaker students in front of others.

Students spread rumors or lies about other students behind their back.

Students telling lies or making fun of less popular students using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).

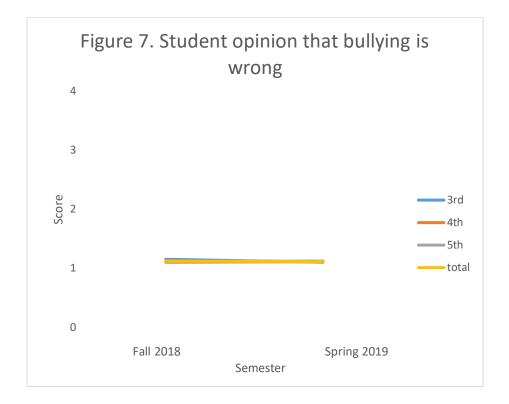
Students push, shove, or pick fights with weaker students.

Students encourage others to fight weaker students and cheer them on.

Students encourage others to be mean and spread lies about less popular students.

Students ignore it when someone weaker is being pushed around.

Students generally responded that they thought bullying was *really wrong*. The bullying is wrong or okay measure ranges from 0 to 4, with a mean of 1.1. The higher the score the more students thought bullying was okay. The results over time and by grade are shown in Figure 6. Changes from Fall 2018 to Spring 2019 were not significant. Differences between grades and gender was insignificant.



8. Student opinion of bystander intervention against bullying

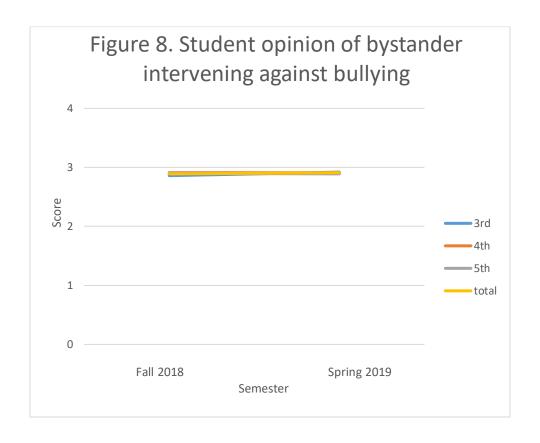
Student opinion of bystander intervention was measured with three intervention statements. The responses could range from *really wrong* to *very okay*. The three statements were:

Students stick up for others who are being shoved around by strong students.

Students go to the teacher or an adult for help when someone is getting beaten up.

Students go to the teacher or an adult for help when others are spreading rumors or lies about someone.

Students generally responded that they thought bystander intervening against bullying was *sort of okay*. The bystander intervening against bullying ranges from 0 to 4, with a mean of 2.9. The higher the score the more students thought intervening as a bystander was okay. The results over time and by grade are shown in Figure 8. Responses were not significantly different over time, by grade, gender.

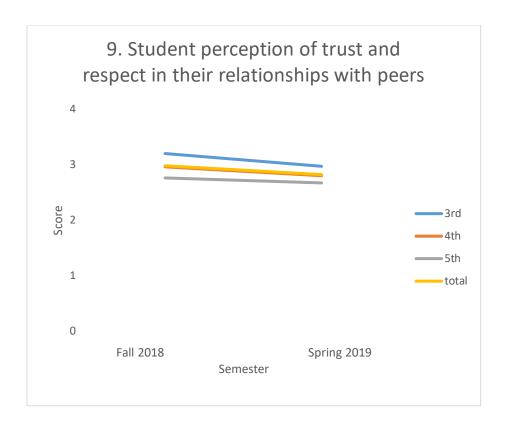


9. Student perception of trust and caring among peers

Student perception of trust and caring among peers was measured using responses to four trust and caring statements. The responses could range from *no, not at all true* to *yes, completely true*. The four statements were:

Students my age... Really care about what happens to me. Are there for me whenever I need help. Can be trusted a lot. Care about my feelings.

The students thought these statements are *sometimes true*. The responses were scored and range from 0 to 4 and had a mean of 3.0. The higher the score the more students perceived trust and caring among peers. The results over time and by grade are shown in Figure 9. There were significant differences between grades, higher for 3rd graders than for 4th or 5th graders. Scores were significantly lower in Spring 2019 than in Fall 2018. There were also difference between schools.



10. Student perception that peers would intervene and help a victim of bullying

Student perception that peers intervene was measured using responses to four intervention statements. The responses could range from *never* to *always*. The four statements were:

Students would help out if...

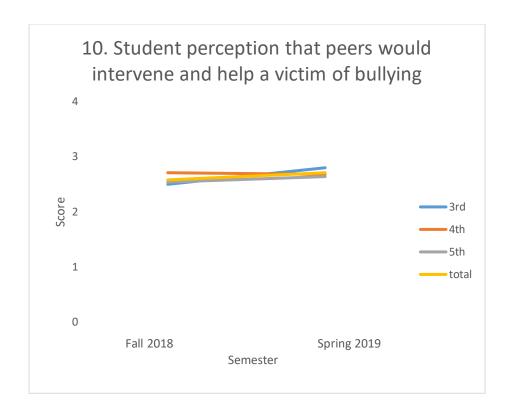
A student is making fun of or teasing another student who is obviously weaker.

A student is spreading rumors or lies about another student behind their back.

A student in my school is telling lies or making fun of another student who gets picked on a lot using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).

A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.

The students responded that these statements were true *sometimes*. The responses were scored and range from 0 to 4 and had a mean of 2.6. The higher the score the more students thought peers would intervene in bullying situations. The results over time and by grade are shown in Figure 10. 3rdth graders showed an increase from Fall 2018 to Spring 2019 and the 4th and 5th graders did not. This difference was significant.



11. Student perception that adults in school would intervene and help a victim of bullying

Student perception that adult intervene was measured using responses to four intervention statements. The responses could range from *never* to *always*. The four statements were:

Teachers or staff would stop it, if...

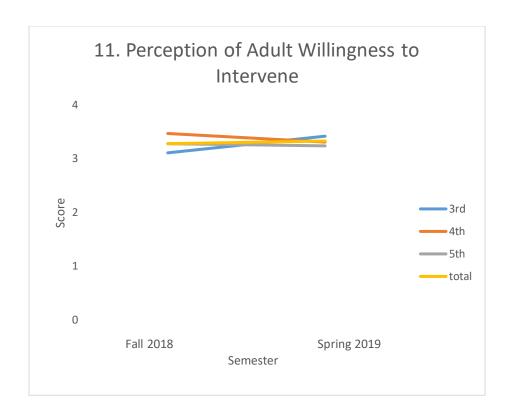
A student is making fun of or teasing another student who is obviously weaker.

A student is spreading rumors or lies about another student behind their back.

A student in my school is telling lies or making fun of another student who gets picked on a lot using the Internet or cell phone (for example: email, instant messaging, text messaging, social media or websites).

A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.

The students thought these statements were true *most of the time*. The responses were scored and range from 0 to 4 and had a mean of 3.3. The higher the score the more students thought adults would intervene in bullying situations. The results over time and by grade are shown in Figure 11. There were no significant differences in response by grade, school, or time. Those students in 3rd grade showed a significant increase in perception of adult willingness to intervene over time, while those 4th grade showed a significant decrease, and those in 5th did not show a significant change.



Discussion

The results of the study indicate that students perceived high levels of trust and respect in adults and peers in the schools. However, the levels decreased significantly from the Fall 2018 to Spring 2019. Bullying was not seen as a problem, though that worsened significantly for third graders over time, nor did students report that they were bullied very much. As a bystander they did not join in bullying. Using a more sensitive measure, we found that most students (65%) do not engage in bullying Students perception of adults intervening in bullying situations was high.

Conversely, students' perception of trust and caring in their relationships with peers was lower and students' perception that their peers would intervene in bullying instances was also lower. Many students (35%) indicated that they engaged in at least one bullying behavior. Endorsement of defender behaviors was lower.

The program had limited effect on behaviors, perceptions and attitudes from Fall 2018 to Spring 2019. Most measures did not change significantly, except for trust, respect, student defending, bullying and victimization all of which worsened.

The 5th graders were sometimes significantly different from the other grades. They were less trusting and less likely to defend against bullying. The 3rd and 4th graders were less differentiated in their results.

Girls differed significantly from boys, too. Girls saw more trust and respect in the schools. They thought that. Boys were more likely to bully and to experience more bullying.

Appendix

Evaluation Approach

Maize Central, Maize South, Vermillion and Washington Elementary schools took part in the Second Step Program during Fall of 2018 and Spring 2019. Responses from over 900 students were used in this evaluation.

Blank surveys were removed before data analysis. All analyses were conducted with SAS PROC GLIMMIX, which allowed us to model the nested structure that exists in the data (students nested within grades, as well as allowing non-normal distributions of outcomes). Each model contained predictors representing the fixed effects of time (pre or post), gender and grade, as well as the time by grade interaction.